

EXECUTIVE OFFICE OF EDUCATION

**GATEWAY CITIES ENGLISH LANGUAGE
LEARNERS
ENRICHMENT ACADEMIES GRANT PROGRAM
FISCAL YEAR 2016**



**GUIDANCE FOR APPLICANTS
FEBRUARY 2016**

GATEWAY CITIES ENGLISH LANGUAGE LEARNERS ENRICHMENT ACADEMIES COMPETITIVE GRANT PROGRAM

I. OVERVIEW

PURPOSE OF THE COMPETITIVE GRANT PROGRAM

The purpose of the *Gateway Cities Education Agenda – English Language Learners Enrichment Academies Competitive Grant* is to support the implementation of targeted strategies that will provide intensive and accelerated learning opportunities for middle and high school students who are English language learners. The intended outcomes of these competitive grants are as follows: 1) measurable increases in students' English language fluency, comprehension, and reading and writing abilities; 2) increased student confidence to participate successfully in and complete all academic classes; and 3) longer-term improvements as measured by statewide assessments and achievement in academic courses, quicker exit from English language learner status, and higher retention and graduation rates.

Grant applicants will submit proposals to operate English Language Learner Enrichment Academies during the summer of 2016 that will provide middle and high school English language learners in their communities with high-intensity learning and enrichment opportunities. These Academies must offer full-day (at least six hours a day) services to students for a minimum of twenty days (four days a week for five weeks, five days a week for four weeks, etc.) – and must provide a minimum of 120 hours of services. These Academies must be designed for middle and high school students who are classified as English language learners and are eligible to receive instruction that is designed to assist them in learning English and in learning subject matter content, and must also accelerate students' acquisition of English language and literacy skills and provide students with varied learning environments. Applicants may provide targeted services to a specific population or populations of English language learners with particular needs, including those with interrupted formal schooling or those at risk of dropping out of school.

Grant applicants will:

- 1) Provide detailed information about their methods for identifying the population(s) of eligible students who will receive targeted services as well as the program's student retention strategy. Applicants that have been awarded funding in the past will provide specific information about how these methods may have been refined;
- 2) Estimate the total number of students in these target population(s) and the percentage of the Gateway municipality's English language learner population to be served;
- 3) Propose a method for prioritizing students for services if the awarded grant does not enable the applicant to meet the needs of all students in the target population(s); and
- 4) Detail a Summer Academy schedule that meets the grant objectives.

Additionally, grant recipients will submit attendance and performance data to the Executive Office of Education (EOE) at the conclusion of the program. Grant applicants are required to identify an individual who will be responsible for coordinating all grant-related activities, including the collection and submission of data to the EOE.

Prior to submitting a grant application, applicants may find it useful to review the Annenberg Institute of School Reform's evaluation of the 2014 Gateway Cities English Language Learners Enrichment Academies Grant program at:
<http://annenberginstitute.org/publications/evaluation-2014-gateway-cities-english-language-learner-enrichment-academies>.

FUNDING AND ELIGIBILITY

Approximately \$1.1 million is available for grant awards. Applicants may be awarded up to \$300,000 to operate an English Language Learner Academy during the summer of 2016. Based on programmatic costs in 2014, it is anticipated that the per-pupil cost will be approximately \$2,000. At the conclusion of the programs, grant recipients that demonstrate both high rates of student retention and high rates of student academic gains may receive bonus funding to support English Learners Grant recipients; however grant applicants should not base their budget or proposals on that bonus funding.

This competitive grant program is open only to eligible applicants serving the Commonwealth's 26 Gateway Municipalities as defined by Massachusetts General Laws Chapter 23A, Section 3A, as follows: "Gateway municipality", "a municipality with a population greater than 35,000 and less than 250,000, a median household income below the Commonwealth's average and a rate of educational attainment of a bachelor's degree or above that is below the commonwealth's average."

As of January 2016, the 26 Gateway Municipalities are Attleboro, Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester.

Eligible applicants are as follows: public school districts; charter schools; education management organizations; education collaboratives; public and private institutions of higher education; non-profit community-based organizations or business and corporate entities; and consortia of these groups.

If the lead applicant for a proposal is not the public school district or a charter school within a Gateway City, the applicant must secure a letter of support from the public schools and districts intended to be served, which outlines the role of these entities in supporting the overall program, its administration and data collection.

If the application includes a non-profit community-based organization, corporate entity or consortia that has a license for care for school-age populations from the Department of

Early Education and Care (EEC), the application should submit a copy of that license with the application. Additionally, if the proposed program includes staff from one or more non-EEC-licensed facilities or non-profit agencies who will be working with the students, the application must include documentation that all relevant staff members have satisfactorily completed necessary background checks pursuant to Massachusetts General Law Chapter 6, sections 167 through 178, and Chapter 71, section 38R.

The number of competitive grants awarded will depend on the quantity and quality of the proposals submitted. The total amount awarded per grant will be based on the intensity and duration of programs offered to middle and high school English language learners as well as the number of students to be served.

Priority will be given to programs that demonstrate that they will serve a minimum of 100 students and that have a strong plan to retain students throughout the Summer Academy. In addition, applicants that propose to scale a program – run by either the school district, charter school, non-profit and/or public or private institution of higher education – that has a demonstrated track record of increasing academic outcomes for English Language Learners will receive priority. Priority also will be given to proposals that include private match funding and/or demonstrate the capacity to continue the Academy beyond summer 2016.

Budget and funding:

1. Grantee should propose budget for two fiscal years. For the Commonwealth's Fiscal Year 2016, grantee should propose budget from the date of award to 6/30/2016. For the Commonwealth's Fiscal Year 2017, grantee should propose budget from 7/1/2016 to 8/31/2016. All goods and service proposed in the budget must be delivered within the same fiscal year.
2. EOE will advance 10% of Fiscal Year 2016 budget upon award of the grant. Grantee shall make subsequent funding request on monthly basis.
3. Additional grant awards may be given to grant recipients that demonstrate both high rates of student retention and high rates of student academic gains. Grantees shall report data on the final number of students who complete the Summer Academy and their pre- and post-assessment data no later than August 31, 2016. If awarded a bonus award, EOE will issue additional payment within 15 days upon grantee's completion of data reporting.

DEADLINES

▪ Submission of Grant Proposal

*Grant proposals must be submitted via email and hard copy. The deadline for email submissions is **Friday, March 25 at 5:00 p.m.** Proposals should be mailed to the email address below. Additionally, one (1) hard copy of the grant proposal with a cover letter with original signatures must be received by Wednesday, April 6 at 5:00 p.m. at the address below.*

Electronic Copy: *An electronic copy of the full grant proposal must be submitted by e-mail to Blair.Brown@massmail.state.ma.us by 5:00 p.m. ET on Friday, March 25, 2016.*

Hard Copy: *One (1) hard copy of the grant proposal with a cover letter with original signatures must be received by Wednesday, April 6, 2016 at 5:00 p.m. ET at the address below:*

Blair Brown
Executive Office of Education
One Ashburton Place, Room 1403
Boston, MA 02108

The proposal must use the application template provided in the grant Request for Proposal (RFP) which includes the following:

- A completed cover sheet template with attached signed statement of interest letter(s) by the mayor (or the equivalent head of municipal government if there is not a mayor), lead applicant, and representatives from all partner organizations. All signatures must be original on the hard copy mailed/delivered to the Executive Office of Education;
- A narrative with completed responses to the five sections described in the Section II of the Guidance;
- FY2016 (January 1, 2016-June 30, 2016) and FY2017 (July 1, 2016-August 31, 2016) Budget Workbook (Part II-B Project Expenditures);
- FY2016 and FY2017 Standard Contract Form and Application for Program Grants.

PRIMARY CONTACT

- Blair Brown, Legislative Director, Executive Office of Education
Blair.Brown@massmail.state.ma.us; (617) 979-8351

II. INSTRUCTIONS FOR THE PROPOSAL NARRATIVE

Applicants must submit a proposal narrative with a maximum of 15 single-spaced pages that includes the following sections: Demographic and Achievement Data; Program Goals and Strategies; Staffing and Management; Capacity and Sustainability; Performance Outcomes and Ongoing Assessment; and Additional Information (if applicable). Note: appendices not exceeding 15 pages may be submitted with the proposal narrative.

- **Cover Page:** Please complete Cover Sheet template and attach statement of interest letter(s) from the mayor (or equivalent head of municipal government), superintendent/charter school executive director, and partnering non-profit agency(s) executive director(s)/president(s).

- **Section I: Demographic and Achievement Data**

Applicants must provide detailed demographic information about all English language learners (ELLs) in the Gateway City and specifically the middle and high school students in the community and the percentage of the middle and high school ELL student population to be served by the Academy. Applicants should also provide detailed information about subpopulations within the larger population of English language learners. Specific populations might include students who have the lowest proficiency in English (e.g., students who score in ACCESS levels 1, 2 and 3), students with limited or interrupted formal education (SLIFE), ELLs with disabilities, and/or students who have low literacy skills in their native languages. Additionally, applicants should provide information about the target population's performance (including, but not limited to, MCAS scores in English/language arts, math, and science, technology and engineering; high school graduation rates; and college enrollment rates).

- **Section II: Program Goals, Strategies, and Outreach Efforts**

Applicants must describe the rationale for developing and operating the proposed English Language Learners Enrichment Academy as well as 2-3 overarching goals for the program. For example, one goal might be to work with 100 newcomer ELLs and ensure that each student gains at least one level on the ACCESS by school year 2017. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes to their rationale and goals.

Applicants must identify the population(s) of middle and high school students that will be served, provide a rationale for the selection of those students, and describe how these students will be recruited to participate. In particular, applicants should describe potential outreach efforts to students, family members, educators, and community members; recruitment and selection processes; and provide a detailed

plan for student retention strategies, including incentives that may be provided to students to encourage completion of the programs (grant funding awarded by EOE may not be used to provide monetary incentives to students, but applicants may secure additional funding from other public or private sources). Applicants must describe how the proposed programs will address the specific needs of the selected population(s) of students and also result in specific outcomes. Applicants should also describe efforts to engage with parents and families in their native languages. Applicants that have received previous English Language Learner Enrichment Academy funding should explain new outreach and retention strategies and/or changes to how the proposed programs will address the specific needs of the selected population(s) of students.

Applicants must provide information about proposed strategies to deliver high-quality instruction and provide a wide array of learning opportunities to students enrolled in each of the programs. Applicants should describe the proposed instructional strategies and curricula that will be utilized to accelerate the acquisition of English language and literacy skills and address academic content. Examples might include strategies for teaching English as a Second Language and sheltered English instruction, and/or native language support in the content areas. Applicants should also identify the different types of learning opportunities (project-based, experiential, and/or service learning) that will be provided to students and describe how the programs will support the cultural and linguistic backgrounds of students while increasing the level of cultural competency for both students and educators. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to their instructional strategies and a rationale for those changes.

Applicants must provide a detailed schedule (hours per day, days per week, and total number of weeks) for the proposed English Language Learner Academy during the summer of 2016. The Academy must offer full-day (minimum of 6 hours) services to students for a minimum of twenty days (four days a week for five weeks, five days a week for four weeks, etc.) – and must provide a minimum of 120 hours. Applicants must define what it means for students to complete the Academy successfully. This definition must include, in part, the requirement that students attend for at least 80% of the enrichment academy hours and complete pre- and post-tests as well as other requirements determined by applicants. Applicants that have received previous English Language Learner Enrichment Academy funding should describe prior completion rates as well as any changes or improvements to their schedule and a rationale for those changes.

Applicants must describe how the proposed programs would complement or supplement existing efforts in the school, district, or community to increase the English language and literacy skills and student achievement of the target population(s) and how the programs would be aligned to existing school and district improvement plans as well as statewide initiatives.

Applicants must provide preliminary information about the transportation needs of participating students, and if applicable, the services that will be provided. In addition, applicants should indicate whether meals and refreshments will be provided to participating students.

▪ **Section III: Staffing and Management**

Applicants must identify the individuals who will contribute to the design of the English Language Learner Enrichment Academy, including the chair or co-chairs of the planning team(s) for the proposed programs and additional team members. Planning teams should include public school district administrators, school level administrators, school counselors, teachers across grade levels and disciplines, and representatives from partner organizations which may include charter schools, public and private institutions of higher education, and non-profit community-based organizations. Teams may also include students, parents and family members, and other community members.

Applicants must describe the specific responsibilities of the planning team members. Possible responsibilities include, among others: 1) conducting ongoing outreach to students and families; 2) recruiting and selecting students; 3) developing the curricular and instructional strategies for the proposed programs; 4) developing professional development and learning opportunities for educators in the proposed programs; 5) working effectively with partner organizations and community stakeholders; 6) managing the grant funding; and 7) serving as the primary contact for coordinating the collection and submission of data to EOE upon request.

Applicants are strongly encouraged to identify coordinators for the summer program and to provide detailed descriptions of their specific responsibilities. Résumés or CVs for members of the planning and operating teams may be included as appendices.

Applicants must provide information about the proposed processes for selecting instructors for the proposed programs. In particular, applicants should describe potential recruitment and selection processes, identify criteria for reviewing professional experiences and qualifications, and describe efforts to select a diverse group of professionals who have the requisite skills, knowledge, cultural competencies, and expertise to effectively serve the target population(s), for example, teachers certified in ESL or with experience with adults teaching English for Speakers of Other Languages (ESOL) and a proven track record of success with these students. In addition, applicants must identify the proposed professional development and training opportunities that will be provided to instructors prior to, and during, the operation of the program, and how such opportunities will be aligned to the needs of the target population(s), enable educators to effectively analyze different types of student data, and give instructors the tools that they need to achieve the stated goals of the program.

Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to their staffing and recruitment strategies and a rationale for those changes.

▪ **Section IV: Capacity and Sustainability**

Applicants must provide detailed information about their levels of individual, collective, and organizational capacity to design and operate a high-quality English Language Learners Enrichment Academy. For example, to supplement the information provided in the Staffing and Management section, applicants must describe how individuals involved in the development of the proposed program have coordinated across organizations (as applicable) and provide evidence that the Academy will communicate with the the students' schools and districts about the students' progress following the completion of the Academy.

Applicants also must identify the partner organization(s) that will actively and continuously support both the planning and operation of the proposed programs and provide detailed information about their successes to date in improving outcomes for English language learners and their specific roles and responsibilities.

Applicants must identify potential barriers to the successful operation of the proposed English Language Learner Enrichment Academy and describe how the applicant and partner(s) will address barriers over the course of the grant program. Applicants that have received previous English Language Learner Enrichment Academy funding may describe previous barriers and how they have overcome them.

Applicants must identify the specific staff, fiscal, and other resources of all partner organizations that will be utilized to support the design and operation of the proposed programs. In addition, applicants must describe how existing resources and additional resources could be used to sustain the operation of these programs beyond the timeframe for this grant program.

Section V: Performance Outcomes and Ongoing Assessment

Applicants must provide detailed information about the impact of past efforts to increase academic outcomes of English language learners, through this grant or other efforts. Applicants should include information about number of students, curricula used, and academic outcomes. Applicants that have received previous English Language Learner Enrichment Academy Funding should note where changes in program design, curricula, or assessments were made.

Applicants also must provide detailed information about the proposed assessment strategies for students participating in the programs. Applicants will be required to administer the WIDA Linguistic, Vocabulary, Language Control, & Writing as

pre- and post-assessments for each participating student. In order to receive full funding, applicants will be required to submit students' growth on WIDA, measured through pre- and post- assessments.

Applicants also must identify the anticipated outcomes of the English Language Learners Enrichment Academy on multiple student outcomes, including but not limited to English language fluency, comprehension, and reading and writing abilities; student confidence and engagement; exit from English Language Learner status; and retention and graduation rates, especially for high school students.

▪ **Section VI: Additional Information**

Applicants may include additional relevant information that is not included in the previous sections of the proposal narrative.

III. INSTRUCTIONS FOR THE BUDGET AND NARRATIVE

Applicants must submit two budgets using the templates provided with proposed expenditures for FY16 (January 1-June 30, 2016) and FY17 (July 1-August 31, 2016) as well as a detailed narrative that connects all expenditures to the design and operation of the English Language Learner Enrichment Academy. Applicants who have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to budget and expenditures and a rationale for those changes. Applicants also must report their anticipated per pupil funding by dividing the total grant amount requested by the number of students anticipated to be enrolled.

IV. ANTICIPATED TIMELINE

Applicants are expected to be notified of grant decisions on or before April 22, 2016.

Therefore, applicants must submit a timeline from April 25, 2016, to August 31, 2016, that includes the anticipated milestones for the design and operation of the proposed program, identifies the individual(s) responsible for ensuring that these milestones are reached, and provides a description of the planned expenditure of grant funding during this time period.